

Identifying High Priority Standards, Unpacking Standards

&

Creating “I CAN” Statements

Presentation Links:



<https://bit.ly/2tSm4VY>



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**DEPARTMENT OF
EDUCATION**



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Working Together for Student Success

Session Objectives

- ❑ Participants will be able to successfully **access and utilize** the new **ILEARN Blueprints** to identify **High Priority standards**.
- ❑ IDOE staff will provide guidance on how to **unpack Indiana Academic standards**.
- ❑ IDOE staff will provide guidance on how to **create a measurable learning objective (“I CAN”)**.



Assessment Blueprints

Reporting Category	Standard	Standard Item Range		Standard % of Test		Reporting Category Item Range
		Min	Max	Min	Max	
Key Ideas and Textual Support/ Vocabulary (29–36%)	7.RL.2.1	1	3	2	9	10–12
	7.RL.2.2	1	3	2	9	
	7.RL.2.3	0	2	0	6	
	7.RN.2.1	1–3		2–9		
	6-8.LH.2.1					
	6-8.LST.2.1					
	7.RN.2.2	1–3		2–9		
	6-8.LH.2.2					
	6-8.LST.2.2					
	7.RN.2.3	0–2		0–6		
	6-8.LH.2.3					
	6-8.LST.2.3					
	7.RV.2.1	0	2	0	6	
	7.RV.2.2	0	1	0	3	
	7.RV.2.3	0	1	0	3	
	7.RV.2.4	0	1	0	3	
	7.RV.2.5	0	1	0	3	
	7.RV.3.1	0	2	0	6	

High Priority

Medium Priority

Lesser Priority



Accessing ILEARN Blueprints

- ❑ <https://www.doe.in.gov/assessment/ilearn>
- ❑ Click on For Educators
- ❑ Click on Test Design
- ❑ Click on the blueprint for your grade/content
- ❑ Bookmark/Favorites



ILEARN Blueprints
Grade 7 English/Language Arts (ELA)
(Beginning 2018–19 School Year)

Reporting Category	Standard	Standard Item Range		Standard % of Test		Reporting Category Item Range
		Min	Max	Min	Max	
Key Ideas and Textual Support/ Vocabulary (29–36%)	7.RL.2.1	1	3	2	9	10–12
	7.RL.2.2	1	3	2	9	
	7.RL.2.3	0	2	0	6	
	7.RN.2.1	1–3		2–9		
	6-8.LH.2.1					
	6-8.LST.2.1					
	7.RN.2.2	1–3		2–9		
	6-8.LH.2.2					
	6-8.LST.2.2					
	7.RN.2.3	0–2		0–6		
	6-8.LH.2.3					
	6-8.LST.2.3					
	7.RV.2.1	0	2	0	6	
	7.RV.2.2	0	1	0	3	
	7.RV.2.3	0	1	0	3	
	7.RV.2.4	0	1	0	3	
	7.RV.2.5	0	1	0	3	
	7.RV.3.1	0	2	0	6	
	7.RV.3.2					

ILEARN Blueprints
Grade 8 Mathematics
(Beginning 2018–19 School Year)

Reporting Category	Standard	Standard Item Range		Standard % of Test		Reporting Category Item Range
		Min	Max	Min	Max	
Algebra and Functions (23–27%)	8.AF.1	1	3	2	6	11–13
	8.AF.2	1	3	2	6	
	8.AF.3	0	2	0	4	
	8.AF.4	1	3	2	6	
	8.AF.5	1	3	2	6	
	8.AF.6	1	3	2	6	
	8.AF.7	0	2	0	4	
	8.AF.8	0	2	0	4	
Data Analysis, Statistics, and Probability (21–25%)	8.DSP.1	1	3	2	6	10–12
	8.DSP.2	0	2	0	4	
	8.DSP.3	1	3	2	6	
	8.DSP.4	0	2	0	4	
	8.DSP.5	0	2	0	4	
	8.DSP.6	0	2	0	4	
	8.GM.1	0	2	0	4	



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Accessing ILEARN Blueprints

3.RL.2.3 Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the plot.

ILEARN Blueprints Grade 3 English/Language Arts (ELA) (Beginning 2018–19 School Year)

Reporting Category	Standard	Standard Item Range		Standard % of Test		Reporting Category Item Range
		Min	Max	Min	Max	
Key Ideas and Textual Support/ Vocabulary (33–44%)	3.RL.2.1	1	3	3	9	12–15
	3.RL.2.2	0	2	0	6	
	3.RL.2.3	1	4	3	12	
	3.RN.2.1	1	2	3	6	
	3.RN.2.2	1	2	3	6	
	3.RN.2.3	0	2	0	6	
	3.RV.2.1	1	2	3	6	
	3.RV.2.2	0	2	0	6	
	3.RV.2.4	0	2	0	6	
	3.RV.2.5	0	2	0	6	
	3.RV.3.1	0	2	0	6	
	3.RV.3.2	0	2	0	6	
	3.RV.3.3	0	2	0	6	

K-2 Teachers-what standard do you have that aligns to this? Should it be a high-priority standard?



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Accessing ILEARN Blueprints

Grade 6 Mathematics (Beginning 2018–19 School Year)

6.AF.1 Evaluate expressions for specific values of their variables, including expressions with whole-number exponents and those that arise from formulas used in real-world problems.

Reporting Category	Standard	Standard Item Range		Standard % of Test		Reporting Category Item Range
		Min	Max	Min	Max	
Algebra and Functions (23–28%)	6.AF.1	1	3	2	7	11–13
	6.AF.2	0	2	0	4	
	6.AF.3	1	3	2	7	
	6.AF.4	0	2	0	4	
	6.AF.5	0	2	0	4	
	6.AF.6	0	2	0	4	
	6.AF.7	0	2	0	4	
	6.AF.8	0	2	0	4	
	6.AF.9	0	2	0	4	
	6.AF.10	0	2	0	4	



ILEARN Reports

- In addition to the ILEARN blueprints....
- Utilize [ILEARN reports](#)
 - Prioritize standards based on previous data

Legend: Areas Where Performance Indicates Proficiency

- ✓ Above the Proficiency Standard
- Borderline
- △ Below the Proficiency Standard
- ☆ Insufficient Information

Standards	Areas Where Performance Indicates Proficiency
Key Ideas and Textual Support/Vocabulary	
5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	✓
5.RL.2.2 Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	✓
5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	✓
5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	✓
5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	△
5.RN.2.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	○
5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	○
5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	○

Priority
Standard



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Identifying High Priority Standards

K-2

1. Identify 3rd grade high, mid, and low standards.
2. Use the verticulation charts to identify the correlating standard at your grade level.
3. How has the expectation of that standard changed?
4. How many high, mid, and low priority standards do you have?

All Tested Areas/Grades:

1. Identify your high, mid, and low standards.
2. Use the verticulation charts to see how has the expectation of that standard changed in the grade above and below?
3. How many high, mid, and low priority standards do you have?

Prioritizing, Unpacking, and Standards-based Instruction Flow Chart

Helpful Links:

[ELA Vert. Art.](#)

[K-2 Math Vert. Art.](#)

[3-5 Math Vert. Art.](#)

[Indiana Academic Standards](#)





Let's Unpack Some Standards

<https://bit.ly/2tgotWe>



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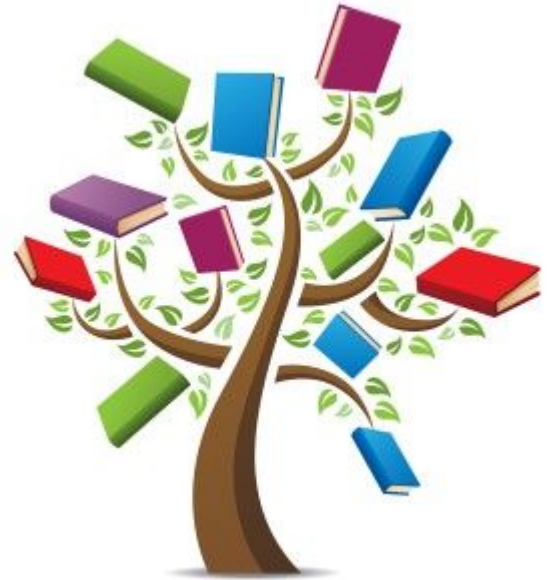
Unpacking Standards: I DO

1. Circle the skill
2. Underline the concept(s)
3. Underline (dashes) the context
4. Teach in one/multiple lessons ??



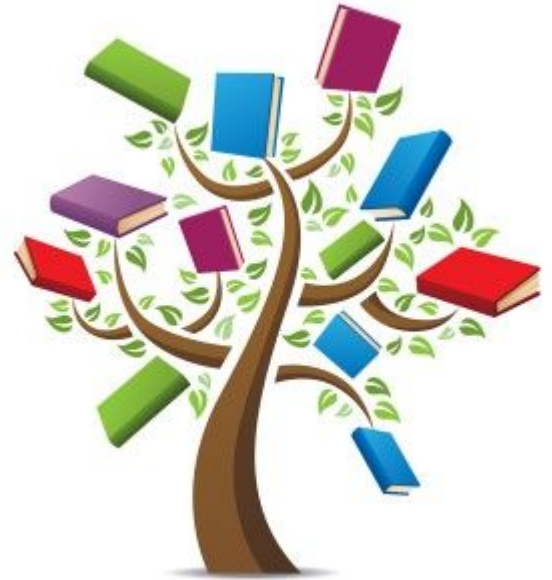
Unpacking Standards: I DO

3.RL.2.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers



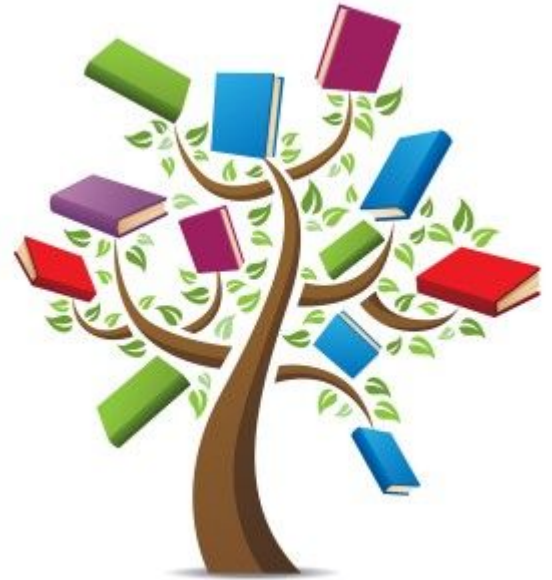
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Unpacking Standards: I DO

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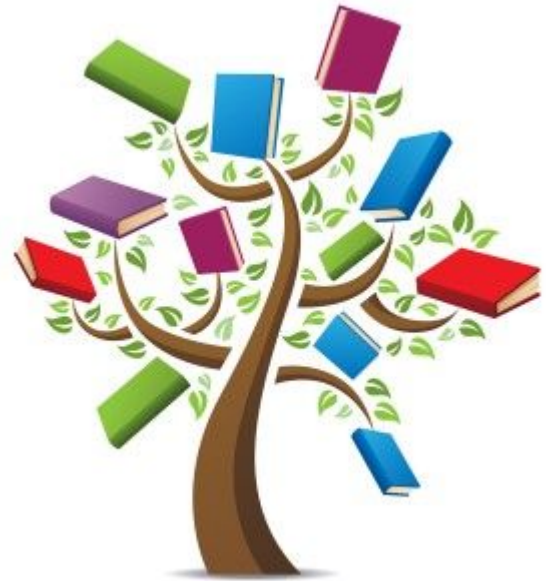
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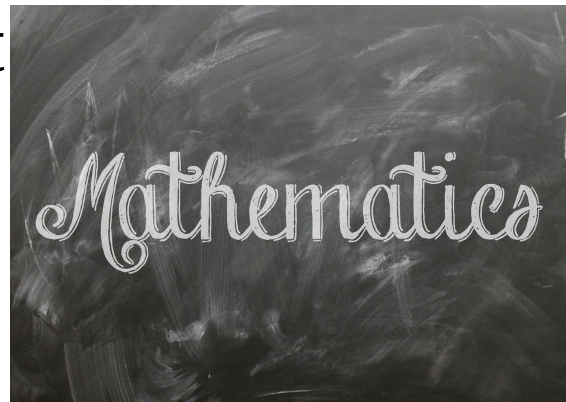
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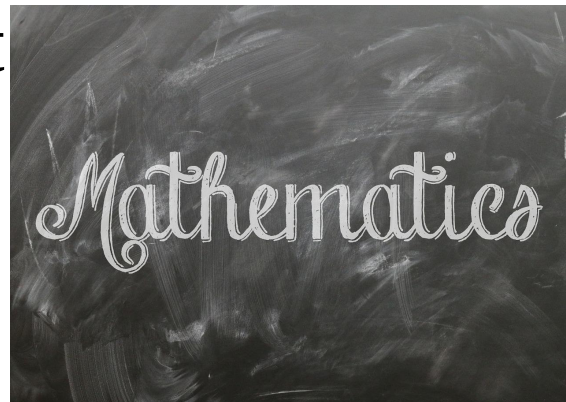
Unpacking Standards: I DO

4.C.1: Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.



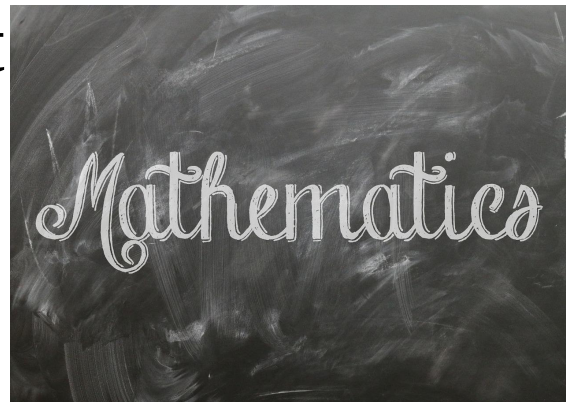
Unpacking Standards: I DO

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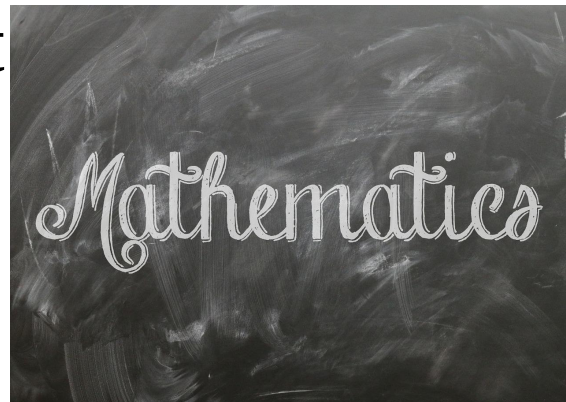
Unpacking Standards: I DO

4.C.1: Add and subtract multi-digit
whole numbers fluently using a
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Unpacking Standards: I DO

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Unpacking Standards: WE DO

5.NS.6: Understand, interpret, and model percents as part of a hundred . (e.g. by using pictures, diagrams, and other visual models).

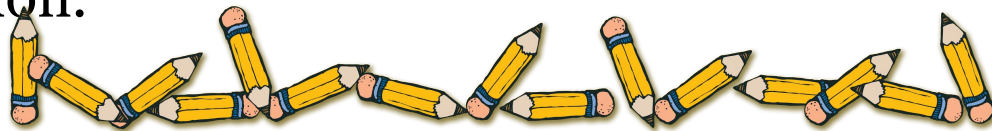
4.RL.2.2 Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.



Unpacking Standards: WE DO

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Unpacking Standards: WE DO

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4.RL.2.2 Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.



Unpacking Standards: YOU DO

Your Turn:

- ☐ Unpack your content/grade level high priority standards.
- ☐ IDOE Specialists will be available for support.



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Now that we are unpacked and moved in what's next?

<https://bit.ly/2EPxTS3>



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I CAN Statements: I DO

5.NS.6 Understand, interpret, and model percents as part of a hundred. (e.g. by using pictures, diagrams, and other visual models).

I can model percents as part of 100 using pictures, diagrams and other visual models.

I can interpret percents as part of 100 using pictures, diagrams, and other visual models.



I CAN Statements: WE DO

4.RL.2.2 Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.

I can paraphrase or retell the main events in a story, myth, legend, or novel.

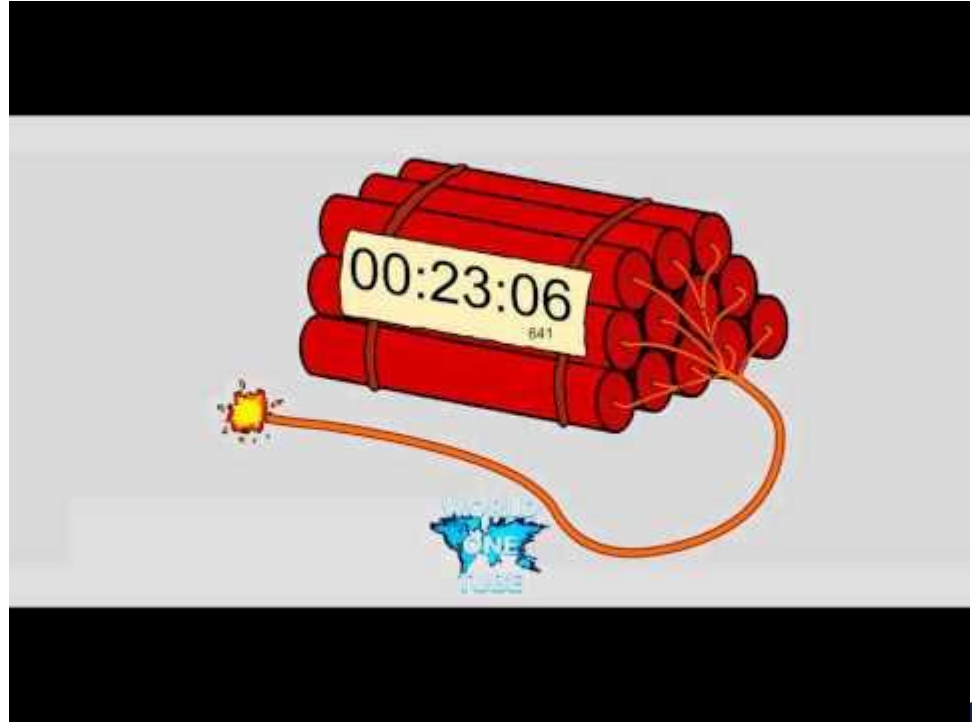
I can identify the theme of a myth, legend or novel and provide evidence for my interpretation of the theme.



I CAN Statements: YOU DO

Your Turn:

Write **I CAN** statements for
1-2 high priority standards.



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Literacy Framework

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Math Framework

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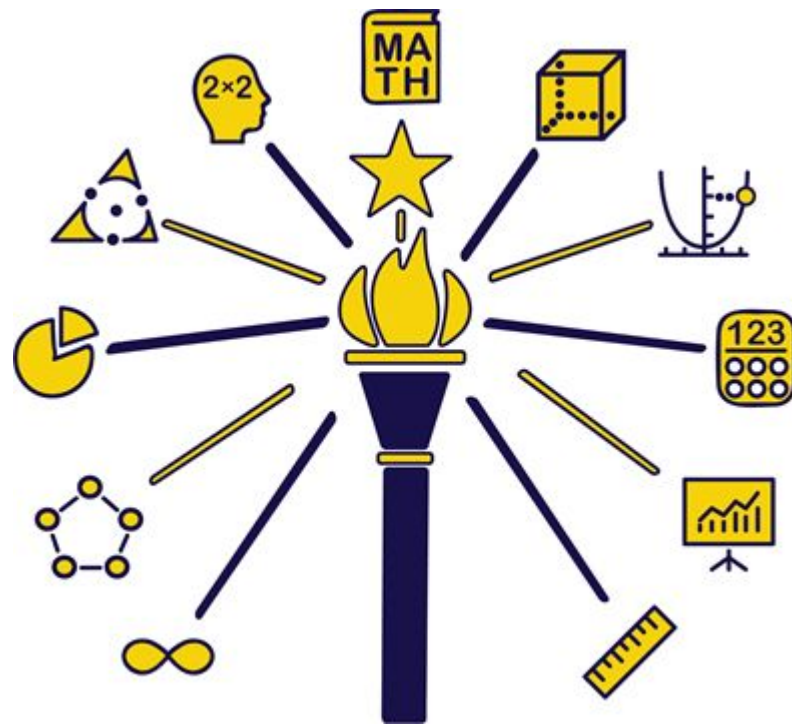
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